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ABSTRACT

This bulletin was prepared to acquaint superintendents with changes that may occur in their administrative patterns because of the effect the steadily decreasing number of live births is having on the school population. The available methods of predicting future enrollments in a district are outlined, and the effects a decline may have on facility use, staffing, operational efficiency, and curriculum design are discussed. Suggestions are given for possible alternative uses for buildings and for a building's disposal in the case that a district will experience an enrollment decline sufficient to justify these steps. The political and legal aspects of school closings are examined and recommendations are made. Appendixes present the cohort survival method of projecting enrollment and the material on school closing prepared by the Birmingham (Michigan) board of education (including criteria for school closing and alternatives for use of classroom space). A bibliography is also included. (Author/IRT)

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POPULATION AND YOU

A PRIMER FOR SUPERINTENDENTS

Michigan Department of Education

EA 007 746

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FOREWORD

To most superintendents the experience of a static or declining student population is a new experience after two decades of expanding enrollment.

This bulletin is the result of a joint venture involving a subcommittee of the Michigan Association of School Administrators, university personnel, and staff members of the Michigan Department of Education. Appreciation for assistance in preparing this bulletin is given to Donald Currie, Donald Peckenpaugh, and Eugene Spencer of the Michigan Association of School Administrators and to Stanley Hecker of Michigan State University.

The bulletin was written and edited by the School Management Services Area of the Department of Education.

John W. Porter
Superintendent of Public Instruction

September, 1975

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INTRODUCTION

This bulletin is being prepared to acquaint you, the superintendent, with changes that may occur in your administrative pattern due to the present trend of a steadily decreasing number of live births with its subsequent effect on your school population. This bulletin will outline the methods available to you in predicting future enrollments in your district, and discuss the effects such decline may have on facility use, staffing, operational efficiency, and curriculum design.

If your district is one that will experience an enrollment decline sufficient to justify the closing of a building, suggestions are given for possible alternative uses for the building or for its disposal. The political and legal aspects of school closing are examined and recommendations made.

A selected bibliography is appended.

HOW WE GOT HERE

From its inception, the United States has experienced a continued growth in population. Factors influencing such growth have included the economic value of large families, significant immigration, and improved medical care resulting in greater survival and life expectancy.

This increase was neither uniform by region nor by chronological period, but due to several factors including economic growth and ethnic backgrounds. During the latter half of the 19th century, the United States welcomed millions of immigrants to a growing country; land was available and a continuing economic expansion provided urban immigrants with employment opportunities. The frontier dweller required large families to break the land and establish homesteads; the city dweller required large families to supplement the family income through child labor prevalent at the time.

The growth pattern in Michigan was much the same as the national pattern until the advent of the automobile and the decline of the mining industry in northern Michigan.

Concurrent with the population increase was an ever-increasing acceptance of education for all. Michigan, as one of the first states to have a program of public education and to have a compulsory school attendance law, was an educational leader. The extension of the education process, which is still continuing, has made more education available to an ever-increasing segment of the total population.

TABLE I

CENSUS DATA

Year	Michigan	United States
1900	2,420,982	76,212,168
1910	2,810,173	92,228,496
1920	3,668,412	106,021,537
1930	4,842,325	123,202,624
1940	5,256,106	132,164,569
1950	6,371,766	151,325,798
1960	7,823,194	179,323,175
1970	8,875,083	203,211,926

TABLE II

PUBLIC SCHOOL MEMBERSHIP - MICHIGAN - 1945-1975

Year	Membership	Year	Membership
1944-1945	935,285	1960-1961	1,648,832
1945-1946	946,627	1961-1962	1,707,310
1946-1947	972,378	1962-1963	1,765,394
1947-1948	998,045	1963-1964	1,856,895
1948-1949	1,036,396	1964-1965	1,917,851
1949-1950	1,043,566	1965-1966	1,968,403
1950-1951	1,067,434	1966-1967	2,033,982
1951-1952	1,107,946	1967-1968	2,079,704
1952-1953	1,175,950	1968-1969	2,122,919
1953-1954	1,240,730	1969-1970	2,164,386
1954-1955	1,304,456	1970-1971	2,178,746
1955-1956	1,369,848	1971-1972	2,212,523
1956-1957	1,432,753	1972-1973	2,193,270
1957-1958	1,495,729	1973-1974	2,157,875
1958-1959	1,548,704	1974-1975	2,137,263
1959-1960	1,597,892		

Why then are many districts now faced with a static or declining enrollment? To find an answer we must consider recent developments in both economic conditions and in changes of sociological determinants of family size.

The industrial expansion of World War II brought a large influx of young adults into Michigan burgeoning the cities and rural areas of the southern portion of the state. This contrasted starkly with the conditions in the rural north where young adults, for economic reasons, left the area for the urban and suburban communities.

In the late 40's and early 50's, urbanologists forecast a megopolis extending from Detroit to Chicago, a continued high birth rate, and an era of constantly expanding economy. None of these predictions came true.

After World War II, and more definitely after the Korean War, the sociological conclusion of young couples as to family size was "buy a piece of land, build a house, and have four or five kids right away." Such thinking was almost universal with the result that nearly all school districts grew in the number of children of school age.

During the middle and late 50's, the state also enjoyed a period of peace and prosperity enabling more families to economically afford more children. This contrasted with the depression years of the 30's when young couples could literally not afford children and small families were the norm dictated by economic conditions.

The live birth chart indicates that the baby boom peaked in 1957 and steadily declined through the 1960's. Although the impact of the Vietnam conflict made the 60's a period of high economic

activity, the uncertainty and instability of the times brought about a drastic restructuring of mores. Family planning became more predictable and concern for the ecological impact of a growing population became apparent and accepted by many.

Contraceptive measures in family planning have been in existence at least from the period of Classical Greece, but the development of oral contraceptives made such action easier and more available. The more recent legalization of abortion has furnished another method of family size control.

A collateral occurrence was the large scale exodus from the cities during the 1960's, first to the suburbs and later to nearby rural areas. This influx of new population retarded the effect of the birth decline on student enrollment in those areas.

Currently the children of the peak birth year (1957) are juniors and seniors in senior high school. School authorities, except in those areas still experiencing growth from "urban exodus," may expect a continued decline in school enrollments as the smaller classes proceed through the grades.

The only mitigating factor is that the children of the 1950's are entering adulthood during the 70's. If the peak child bearing age of women (20-29) is accepted as an indicator, there will be 43% more women of that age bracket in 1978 than there were in 1968. Even at a family planning norm of the Zero Population Growth figure of 2.1 children per family, there are potentially 43% more such families resulting in a live birth increase in 1978 or earlier. However, the figure has currently dipped to 1.9.

Educators, however, must realize that in most instances they will be faced in the immediate future with a static or declining number of

TABLE III

Live Births - Michigan - 1945-1975

Year	Births	Year	Births
1945	111,557	1961	192,825
1946	138,572	1962	182,790
1947	160,275	1963	178,871
1948	153,726	1964	175,103
1949	156,469	1965	166,464
1950	160,055	1966	165,794
1951	172,451	1967	161,637
1952	177,835	1968	158,674
1953	182,966	1969	163,810
1954	192,104	1970	170,545
1955	196,294	1971	160,892
1956	206,068	1972	146,037
1957	208,488	1973	140,121
1958	202,690	1974	137,285
1959	198,301		
1960	195,056		

children. Measures should be taken in each district to ascertain the impact that such decline will have, and the actio to be taken in the district because of such impact.

CRYSTAL BALLING

On a long range basis, valid enrollment projections are difficult to make. The independent variables of economy and mores cannot be accurately forecast; however, there are some general indicators that the small family will remain the norm.

On a short-range basis, however, school districts have available several reliable indicators of school enrollments. A suggested listing of such available sources would include:

Pre-school Census - Although no longer required by law, it is permissive for school districts to carry out a pre-school census indicating with considerable accuracy the children to be accommodated each year.

Cohort Survival - This method uses a projection technique based on subsequent year enrollment in a given grade and measures the enrollment effect of in- and out-migration of the children of a district (see Appendix A for example and instruction).

Computational - Those districts having access to data processing techniques may use computer predictions, realizing that as the years of prediction increase, the probable error will also increase.

Planning Boards - Most counties have a regional planning board showing projected and planned development of the county in industrial, commercial, and residential sectors. These records would indicate the general growth pattern of an area. Records of actual building permits being issued would ascertain the rate at which the goals of the planning boards are becoming an actuality. On a regional basis,

the surveys and forecasts of such organizations as the South Eastern Michigan Council of Governments (SEMCOG) may be of significant assistance.

Industrial Survey - Consultation with major employers of a community will give information as to intended and expected changes in the local economy and thus in the permanent population.

Based on information from a combination of the above, the superintendent can develop an essentially accurate short-range forecast of student enrollments.

Demographic Studies - The sophisticated techniques used by population predictors can be available to local districts by the utilization of a professional in the field. Many such consultative firms can make studies which will be of value to the school district.

SO THEN WHAT?

If the facts indicate a reasonably stable enrollment in the foreseeable future, no measurable effect may be felt in a school district. If, however, a significant drop in total enrollment is predicted, serious consideration must be given as to potential effects of such decline on curriculum, staffing, facilities use, and the effects of such changes on per capita operational cost.

Curriculum - A reduction in total school enrollment, particularly at the secondary level, may make it fiscally impossible to continue the provision of certain low enrollment elective offerings.

Staffing - A reduction in total enrollment will result in either a smaller pupil-teacher ratio with a corresponding higher per capita instructional cost, or in a reduction of total professional staff. In smaller districts such reduction may entail a return to mixed grade rooms at the elementary level. At the secondary level a reduction in total sections of a course offered may require that a teacher instruct in two or more subject fields.

District - In very small districts a significant reduction in total enrollment may make it impossible to continue a full program. Serious consideration should be given in such districts to possible reorganization that would allow and justify a regional high school able to offer a comprehensive program and having a combined student body sufficient to justify such a program.

Facilities - Due to enrollment decline school districts may experience situations where facilities will be partially or wholly unused, or where utilization will be less than optimal. From a purely economic standpoint, one building's operation costs less than

two; a class of 15 costs more per capita to operate than a class of 25. If economics were the only criterion the problem of the local board of education would be simple: combine enrollments, retain optimum class size, close and dispose of unneeded facilities and continue at a reduced operation level as would be done in industry, but -----.

ALTERNATE USES

School buildings are tangible objects and are often a rallying point of local political sentiment. Although a citizen may have only recently moved into an area and may have no children; the school becomes "my school" with all of the connotations of such belief.

Before closing a school, a careful evaluation should be made of possible alternative uses for such facilities. Portions of a school building may be used to enrich or broaden the programs offered. Such alternatives might include assigning and equipping an unused classroom for art or music instruction; minor remodeling of a classroom to enlarge library space; combining two or more classrooms to provide food service; and remodeling of a classroom for two or more additional offices.

Lacking educational need at a specific building, a local board might examine alternative public usage. Among such activities would be the establishment of a branch library in an unused portion; utilization of space by various social services of the community; and possible utilization by nursery, pre-school and senior citizen activities. If it is evident that a building should be abandoned for educational purposes, inquiry might be made as to its suitability for use by municipal, township, or county units of government for housing certain of their activities.

In a district where a decline in housing need is determined to be temporary and where no alternative use on a temporary basis is apparent, a board of education should consider "mothballing" the facility. This is particularly important if the building in question has an extended life expectancy. "Mothballing" includes draining and

preserving the mechanical system; provision for temperature and humidity control to prevent structural deterioration; and security measures.

Assuming there is no need for mothballing, no alternative uses of the facility, and that it is economically infeasible to continue partial utilization, the board of education is faced with the fact that a certain school must be closed and disposed of as an attendance center.

NOT MY SCHOOL!

Public reaction to the closing of a school generally can be expected to be negative, thus, the selection of such school for closing must be butressed by facts.

Many school districts during the period of rising enrollments were forced to continue the operation of one or more educationally obsolete, substandard, buildings. The current decline in housing need will allow the "weeding" of these undesirables. The board of education of a district should determine the residual housing needs of the district and then evaluate each building as being able to meet such need.

Regardless of age or condition, a building has a sentimental value to area residents. In an area where neighborhood, walk-in, schools have been the accepted norm, provision must be made for pupil transportation, food service, and accommodation for pupil-teacher relationships at the attendance center to which the children are to be assigned. School buildings are community centers and, if one is closed, provision should be made for the incorporation of the children involved into after school and summer recreational programs at the new center and for the incorporation of parents into the parental matrix of the new school. Only then will the new attendance center become a new "my school."

In closing a school facility, care should be taken to determine if such closing and the resultant reassignment of students to other attendance centers will not accentuate or perpetuate segregation on racial or socio-economic lines.

It is to be expected that a proposal to close a school will elicit considerable negative reaction. Among the arguments that may arise are:

1. There has always been a school in the neighborhood.
2. I want my children close to home.
3. We know all the teachers and the other kids.
4. Why this school?
5. What good will closing it do?

Answers to the above questions from the public cannot be given except in generalities unless specific communities and conditions are known. Before official action is taken, a board of education should have for publication as much information as possible in accordance with the procedures outlined previously.

1. A clearly written statement as to the impact of declining enrollment on the community's school housing needs;
2. An unbiased assessment of the educational and structural quality of all school buildings of the district;
3. An analysis of possible effects on pupil and parent morale with emphasis on corrective actions to be taken, such as transportation, food service, curriculum activities, etc.; and,
4. A definitive statement as to monies to be saved by such closing and the effect of such saving on local tax need.

As an example of how one Michigan school district addressed the problem, Appendix B contains copies of action taken and material prepared by the Birmingham Board of Education.

THE CLOSING

After determining that the building cannot be continued in operation, and if there is no indicated need for retention for instructional purposes in the foreseeable future, a procedure for disposing of the facility should be considered.

The law is specific in granting to local boards of education the right to dispose of property no longer needed for school purposes. The law is silent as to the methods of such disposal. The possible use of the building by other governmental agencies has been discussed above. Such disposal to other public use may be more palatable to the general public than sale or lease to private industry.

However, if public need is not evident, the building can be sold or leased to private parties for private use. In the case of sale, public or private, care should be taken to determine if the land is held in fee simple by the school district. In many rural consolidated districts, one or more buildings may have been built on land leased from a private owner and such lease may carry a "reverter" clause recovering the land when no longer used for school purposes.

In leasing or selling to private investors, there may be a further need to determine if zoning laws will allow the new occupancy.

School properties may be leased, bartered, or sold. A decision to close and a decision to dispose of the property must be by official board resolution and passed legally at a regular or special school board meeting called for such purpose. Prior to disposal, the availability of such property should be advertised.

Interested parties may engage in direct negotiation with the board of education; sealed, submitted offers to purchase may be required by the board, or the board may conduct a public auction.

In conclusion, it should be emphasized that school closure and disposal is one of the most serious results of population decline that will face a local board of education. Knowledge by your public as to the rationale for such closure is of utmost importance in the acceptance and endorsement of your public to such action.

APPENDIX A

COHORT SURVIVAL METHOD OF PROJECTING ENROLLMENT

INSTRUCTION FOR ESTIMATING MEMBERSHIP

This table is to be used as a worksheet to project the membership of the school district for a period of five years based on the actual membership trends experienced in the district over the current and five immediately preceding years. When the forecast of future membership is prepared with the use of this worksheet, the following procedure should be observed:

Step 1. If a pre-school census is taken enter the actual census and membership figures on the lines entitled "Number" for the current year and each of the five immediately preceding years (Cols. 3-8). Such census will give the most accurate enrollment prediction.

Step 2. Calculate for the known period (five preceding years plus the current year) the percent of survival for each age group to the next age group the following year; the percent of survival for the "4 Years" group to kindergarten the following year; and the percent of survival for each age group to the next grade group the following year.

Example: If in the fifth preceding year there were 42 children in the census group "Under 1 year", and in the fourth preceding year there were 51 children in the census group "1 Year", the percent of survival for the "1 Year" group would be 51 divided by 42, or 121.4 percent. If in the first preceding year there were 50 children in the census group "4 Years"; and in the current year there were 60 pupils enrolled in kindergarten; the percent of survival for the kindergarten group would be 60 divided by 50, or 120.0 percent.

Step 3. Determine the average percent of survival for each age and grade group for the entire known period and enter this average for each of the future years (cols. 9-13) on the line entitled "% Survival."

Example: If the percent survival for the 3rd grade for the known years were 99.2, 102.5, 101.4, 104.6, and 98.8; the average percent survival to be entered in cols. 9-13 would be 101.3.

Step 4. Project the membership of the district for five years by multiplying the number of children in an age or grade group, beginning with the last known year (current year, col. 8), by the average percent of survival for the next age or grade group.

Example: If in the current year there were 44 pupils in the 5th grade; and if the average percent of survival between the 5th and 6th grades were 116.5; by multiplying 44 times 1.165 we would estimate that there would be 51 pupils in the 6th grade in the first future year.

Step 5. Add the actual and estimated membership for each year in grades K-6, 7-9, 10-12, and K-12, and enter the totals in the proper blanks.

Birth-Kindergarten Relationship

If pre-school age census data are not available it is possible to estimate future kindergarten enrollment by studying the historical relationship between the number of births to residents of the county (these statistics available from County or State Health Department) in one year and kindergarten enrollment 5 years later. For example: If 2,000 children were born to residents in 1961 in the county and in 1966-67 the district enrolled 200 pupils in kindergarten (10%) and this relationship (10%) persisted, 1962 vs. 1967-68, 1963 vs. 1968-69, etc. then it could be estimated that 10% of the 1972 births would enter kindergarten in the district in 1977-78.

STATE OF MICHIGAN
DEPARTMENT OF PUBLIC INSTRUCTION
ADMINISTRATIVE SERVICES

ESTIMATE OF MEMBERSHIP

Based on Actual Membership Trends

Five Year Estimate of Membership.

Age or Grade Group		Preceding Years					Current Year	Future Years				
		5th	4th	3rd	2nd	1st		1st	2nd	3rd	4th	5th
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
0-1 Year	Number											
1 Year	Number											
	% Survival	X										
2 Years	Number											
	% Survival	X										
3 Years	Number											
	% Survival	X										
4 Years	Number											
	% Survival	X										
Kindergarten	Number											
	% Survival	X										
1st Grade	Number											
	% Survival	X										
2nd Grade	Number											
	% Survival	X										
3rd Grade	Number											
	% Survival	X										
4th Grade	Number											
	% Survival	X										
5th Grade	Number											
	% Survival	X										
6th Grade	Number											
	% Survival	X										
Total K-6												
7th Grade	Number											
	% Survival	X										
8th Grade	Number											
	% Survival	X										
9th Grade	Number											
	% Survival	X										
Total 7-9	Number											
10th Grade	Number											
	% Survival	X										
11th Grade	Number											
	% Survival	X										
12th Grade	Number											
	% Survival	X										
Total 10-12	Number											
Total K-12	Number											

This method is based on a five year arithmetic mean survival hisotry as outlined on the attachment. From the raw data shown on the completed chart several conclusions may be made.

1. If your enrollment shows a slow but steady decline in kindergarten enrollment but with an essentially static enrollment in higher grades the conclusion would be that your district is not materially affected by either in or out migration and that a reasonably accurate forecast may be made on the basis of survival percentage above.
2. If your enrollment shows an influx of new students in the higher grades with a declining kindergarten enrollment the conclusion is that your district is experiencing an in-migration offsetting for the present the effects of kindergarten decline.
3. If your enrollment shows a decline in enrollment in the higher grades as well as a declining kindergarten enrollment the conclusion is that your district is experiencing an out-migration magnifying for the present the effects of kindergarten decline.

If your district falls into category (1) continued decline may be expected as the children of the low birth years progress through the grades. If family planning stabilizes at the Zero Population Growth rate of 2.1 children per family you may then predict a residual enrollment, all other factors remaining constant.

If your district falls into category (2) you may expect a stable enrollment and possibly an increase in the immediate future. Additional research should be done to determine the magnitude and expected duration of the in-migration.

If your district falls into category (3) you may expect an accelerated rate of enrollment decline in the immediate future.

Additional research should be done to determine what measures should be taken to halt or reduce such out-migration.

APPENDIX B

MATERIAL ON SCHOOL CLOSING PREPARED BY THE
BIRMINGHAM MICHIGAN BOARD OF EDUCATION

#6

CRITERIA FOR SCHOOL CLOSING

Resolved, that The following criteria are to be used in the Board's deliberation in selecting schools to be considered for closing:

CRITERIA TO BE CONSIDERED FOR SELECTION OF SCHOOLS TO BE CLOSED

The Board of Education agrees that the criteria to be used in selecting schools to be considered for closing shall include but not necessarily be limited to the following:

LOCATION

1. If this school were closed, adjacent schools would adequately accommodate redistricted children.
2. Feeder school patterns would be relatively maintained or improved if this school were closed.
3. Transportation difficulties created, including costs, would be relatively the same or less if this school were closed.
4. The number and percentage of children bused to this school is relatively high.
5. This school could be closed without creating serious safety problems.

ADEQUACY OF FACILITY

6. The capacity of this building does not approach optimum standards for efficient operation.
7. This building is educationally less flexible.
8. The useable size of the site does not approach optimum standards for a school of its capacity.
9. Costs of maintenance and operation are relatively high. Closing this building would result in relatively higher savings.
10. The need for major (costly) maintenance or renovation of this building and site will be greater.

ENROLLMENT

11. Projected enrollments for this school do not approach the optimum standards for efficient operation.
12. Present and projected enrollments are low in relation to the building's capacity.
13. Projected enrollment for this school indicates a significant decline.

DISPOSAL OF FACILITY

14. If this building is closed it would rate relatively high in regard to salability, leasing, or alternative use by the district or community.
15. Zoning or legal restrictions would not inhibit disposal of this building.

IMPACT ON COMMUNITY

16. Closing this school would affect relatively fewer students and families.
17. Closing this school would not seriously curtail the community-use-of-school programs.

(S A M P L E)*

APPLICATION OF SCHOOL CLOSING FACTORS TO QUARTON SCHOOL

I. LOCATION

A. Capacity of adjacent schools to accommodate

	1975-76	1976-77	1979-80
1. Enrollment	524	479	393
2. Excess capacity of adjacent schools:			
Bloomfield Village	156	167	189
Midvale	75	81	143
Westchester	222	230	251
Sub Total	453	478	583
Pierce	26	21	34
Adams	240	249	270
Total	719	748	887

The immediately adjacent schools could not accommodate all students if Quarton were closed. Adams with its incumbent Woodward barrier would need to be included as a receiving school.

B. Resulting feeder school patterns.

Junior High served by Quarton: Covington

C. Transportation

Number of students currently bused 64

Percent of students currently bused 12%

If Quarton were closed, significantly more children would need to be transported.

D. Safety considerations

Children redistricted to Westchester or Midvale would need to get across Maple Road, a main traffic artery. Children crossing Cranbrook Road would also need attention. Children walking to Adams would need to cross Woodward Avenue.

II. ADEQUACY OF FACILITY

A. Capacity of facility 567

B. Flexibility of building

Quarton has a low degree of flexibility

C. Size of usable site

Size of site 7.0 acres

The playground is limited in size for the capacity of the school.

D. Cost of maintenance and operation

1. Current maintenance and operating budget $104,100
2. Operating cost per unit of capacity $184

There are no major maintenance problems.

E. Need for major renovation

1. Replacement of windows in older section (in progress).
2. Replacement of exit doors in older section (in progress).
3. Boilers are 47 years old.

*(Copy is available about each school.)

III. ENROLLMENT

	1975-76	1976-77	1979-80
A. Projected enrollment	524	479	393

Near future projected enrollment will be optimal but will decline below optimum in the more distant future.

B. Present enrollment (1974-75) 548

Present enrollment is above the optimum standard.

C. Building capacity	1975-76	1976-77	1979-80
With a capacity of 567, the percent of utilization is projected to be:	92%	84%	69%

IV. DISPOSAL OF FACILITY

A. Possibility of salability, leasing or alternative use

Unable to determine; no inquiries have been received.

B. Zoning or legal restrictions

The school site is located within a single family zoned area.

C. Worth of facility in resale

Undetermined.

V. IMPACT

A. Number of pupils and families affected	1975-76	1976-77
Number of pupils affected	524	479
Number of families affected	346	317

B. Community use

PTA uses the building for various committee meetings. Girl Scouts and Boy Scouts meet here weekly after school and at night.
Campfire Girls, Brownies, Bluebirds, and Cub Scouts meet periodically.
Girsl have tumbling classes after school.
High school students play basketball in the school every day the gym is not being used for something else.
Three, father sponsored, basketball teams (5/6 grades) meet one day a week after school.

C. Community interest and support

Parents have been very active in site development and maintenance of the school grounds, including purchase of equipment and supplies. There is a strong and supportive parent organization. There is a substantial volunteer program active.

ALTERNATIVES FOR USE OF CLASSROOM SPACE

1. **UTILIZE MORE CLASSROOMS BY LOWERING THE AVERAGE CLASS SIZE FOR THE DISTRICT.**

   The 1972-73 average class size is just under 27 students. Theoretically, if the average size was lowered by 1 student we would "occupy" approximately 23 additional rooms; conversely, if the average size were raised to 28, we would occupy approximately 21 fewer classrooms.

2. **BALANCE ELEMENTARY ENROLLMENT TO PROVIDE FOR BETTER UTILIZATION OF SPACE IN BUILDINGS.**

   This means that attendance areas would be adjusted to increase enrollments in low enrollment schools and decrease enrollments in high enrollment schools. This would not reduce district capacity and would not save money.

3. **SHARE CLASSROOM SPACE WITH ADJACENT DISTRICTS.**

   Since the district has available space at the elementary and junior high school levels, it might be possible to provide instructional space to neighboring districts on some type of cooperative basis.

4. **UTILIZE ONE OR MORE OF OUR BUILDINGS OR A PORTION THEREOF ON "SEMI-VOUCHER PLAN".**

   This means "contracting out" a group of children with special interests or special problems to a group of "teachers" who would agree to accomplish certain goals in return for a promised amount of remuneration. For example, a group of three teachers might agree to take a group of 50 very poor readers for one semester and guarantee increased ability to a certain level for a specific amount of money. This kind of program would need space.

5. **VARYING PATTERNS OF ORGANIZATION.**

   By varying organizational patterns more effective use might be made of existing space.
   A. Organize as a K-5, 3, 4 district by creating middle schools in place of junior high schools.
   B. A second plan might be elimination of traditional elementary grade organization and adopt the multi-unit elementary school type of organization that is the basis for the individually guided education (IGE) approach. Elementary schools, divided into instructional units of 75-150 pupils, are staffed by unit leaders, unit teachers, aides and clerical staff. Each unit contains a multi-aged pupil population, nongraded approach to curriculum design and learning programs designed for individual students.

6. **CLOSE ONE OR MORE ELEMENTARY BUILDINGS.**

   This option has serious public relation implications in that it removes, in effect, a school from the local neighborhood. This option may be justified where there is a felt obligation to run the district in the most efficient manner possible.

7. **INITIATE PRE-SCHOOL PROGRAM.**

   This would provide a program for children who are four years of age. This would require approximately 15 classrooms for 1974-75, assuming they were used for two sessions each day.

8. **UTILIZE ONE OR MORE OF OUR BUILDINGS OR PORTIONS THEREOF FOR A VOCATIONAL-TECHNICAL SCHOOL.**

   We would presume this to mean training experience in addition to those we now can provide at our two high schools. Courses preparing students on part-day or full-time basis.

9. **ESTABLISH CONTINUING EDUCATION CENTER(S).**

   This would provide a setting for adults to continue their education, complete requirements for graduation, acquire leisure time skills, job up-grading, etc. This plan would require use of several rooms in several buildings.

10. **OPERATE ONE OR MORE BUILDINGS ON A REDUCED BUDGET.**

    This option would have merit if parents felt very strongly about having a school in the immediate neighborhood in spite of the disadvantages that would accompany it.

11. **USE OF FACILITIES FOR COLLEGE COURSE WORK BEYOND GRADE TWELVE.**

    This could be accomplished by adding a grade to the senior high school or establishing a one or two year community college in a separate building.

12. **ESTABLISH A LEARNING RESOURCE CENTER IN EACH SCHOOL.**

    These will enable the school to better meet the educational needs of all students, including those with learning disabilities as well as the gifted. Would require at least two rooms in each building.

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